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ABSTRACT

This report summarizes the findings of a follow-up study of Oregon's high school class of 1976 regarding their activities and perceptions after leaving their formal high school training. Focus is primarily on the responses and impressions of former vocational (career cluster) students; comparisons with the responses of general college preparatory students are drawn to illustrate differences between the two groups where appropriate. Findings are presented based on 2,854 questionnaires from an original survey sample of 11,000 former vocational students (a 25% response). Comparisons between respondents and the entire survey population on several demographic factors are examined to assess the possibility of biased results. Description and graphic presentation of the findings is under ten topics: (1) present activity of vocational respondents, (2) continuing education, (3) employment, (4) vocational student weighting factor (degree of involvement in vocational programs), (5) comparisons by sex, (6) disadvantaged students, (7) handicapped students, (8) cooperative work experience, (9) vocational student organizations, and (10) student services. (JT)

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1976

HIGH SCHOOL FOLLOW-UP SYSTEM

SUMMARY OF FINDINGS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Spring 1977

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PREFACE

This report is a summary of the findings and conclusions of the 1975-76 statewide high school student follow-up survey, highlights of which appear on the reverse side of this page. We hope the report will be useful to secondary and post-secondary educational planners.

During the past year, both the survey process and resultant data were analyzed from a statistical viewpoint. Based on suggestions made in this analysis, a greater number of responses by program were obtained at the state level. This follow-up study for 1976 provides the most reliable data gathered in the four years of the statewide survey.

In addition to the statewide findings presented in this report, local level data analyses are available for a modest fee on request. Special arrangements for local data on vocational students may be made with the Department of Education, Career and Vocational Education Section, and the Oregon State University Computer Center, while local data on general/college preparatory students may be obtained by contacting the Educational Coordinating Commission.

Special thanks are extended to local staff and the regional coordinators of career education who helped the Department conduct the survey.

Comments about this report--the utility of the data, suggestions for improvement of format or data collection--are always welcome, and an evaluation sheet has been provided as a closing page.

SURVEY HIGHLIGHTS

- One-third of former vocational students were working full time, and nearly 60 percent were continuing their education. Less than one-fifth of general/college preparatory students were working full time, with nearly 75 percent continuing their education.

- Vocational students were more likely to be attending community colleges than general/college prep students. Attendance at Oregon State System of Higher Education institutions, however, is increasing among cluster students--in 1975-76, more vocational graduates were in the state system than in the community colleges.

- Vocational students were critical of their preparation in the basic skills. Nearly one-third of the cluster respondents continuing education gave poor ratings to high school preparation in mathematics, writing and speaking.

- An average of 50 percent of all employed vocational respondents were working in an area related to their high school course of study.

- Vocational student weighting was a significant variable in developing career goals, pursuing related occupations and taking positive action toward career goal achievement.

- Sex role stereotyping was evident in the employment patterns of full time workers; females and males were engaged in highly traditional occupations.

- Full time working males earned an average of $150 a month more than females.

- Respondents, identified as disadvantaged while in high school, had less developed career goals and were often more uncertain of career goals than the average respondent.

- Cooperative work experience was a significant variable for securing full time employment related to the high school program, for giving positive ratings of job skill preparation, and for coping with job-related problems.

- Membership in vocational student organizations--DECA, FBLA, FFA and VICA--played an important role in the identification of career goals.

- The vocational student organizations' emphasis on leadership skills appears to motivate members to continue education.

- Those who had utilized such student services as career guidance, college counseling, personal counseling and job placement, gave positive ratings for these services.

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INTRODUCTION

This report summarizes the findings of a follow-up study of Oregon's high school class of 1976. The survey was conducted jointly by the Oregon Department of Education (ODE), the Oregon Educational Coordinating Commission (OECC) and local districts throughout the state.

The goal of this follow-up study was to gather data about activities and perceptions of Oregon students after leaving their formal high school training. Data was collected as a base for program planning and improvement to:

1. Determine the extent to which current activities are related to the school program and student goals.
2. Assess how well school experiences prepared individuals for employment and/or furthering education.
3. Determine the impact of schools on manpower supply.
4. Obtain data related to student satisfaction with school services.
5. Gather data to form a base for additional studies.
6. Obtain data related to student satisfaction with subsequent employment or education.

Survey Population

The original survey population included approximately 11,000 former vocational students; 2,754 questionnaires were returned. The return rate for vocational respondents was 25 percent.

This report primarily focuses upon the responses and impressions of former vocational (career cluster) students; comparisons with the responses of general/college preparatory students have been drawn to illustrate differences between the two groups where appropriate. Further information on general/college preparatory students can be obtained from the OECC.

Respondent Population

Several demographic data items were precoded for the vocational students including: grade level, sex, ethnic background, cooperative work experience, disadvantaged or handicapped status, cluster code and vocational weighting factors. Respondents were compared to the entire survey population on these variables to assess the possibility of obtaining biased results.

Comparison of the two groups revealed the respondents to be:

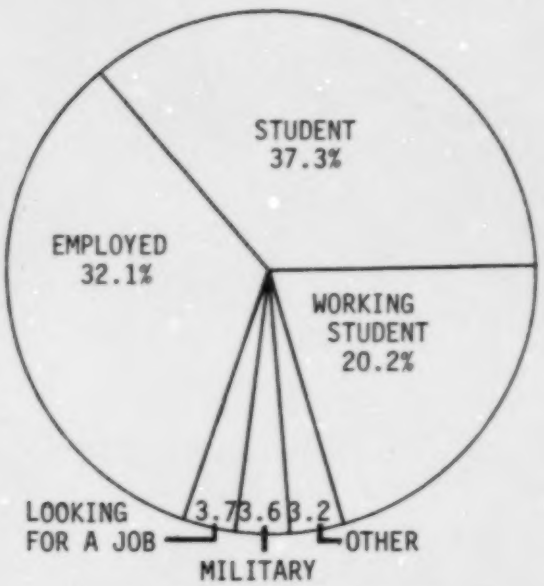
1. Overrepresentative of graduates
2. Underrepresentative of males
3. Slightly overrepresentative of white ethnic background
4. Accurately representative of cooperative work experience
5. Underrepresentative of disadvantaged and handicapped students
6. Accurately representative of vocational weighting factor
7. Generally representative of cluster enrollment with slight over-representation of secretarial and clerical students and slight underrepresentation of industrial mechanics students.

Overall, the respondents closely parallel the survey population. Two research activities would help to correct the imbalances that exist in the respondent group. An in-depth study of nonrespondents would provide a foundation for adjusting any bias in survey findings. The groups that are underrepresented (i.e., male dropouts) could be sampled more fully to assure unbiased results.

Present Activity

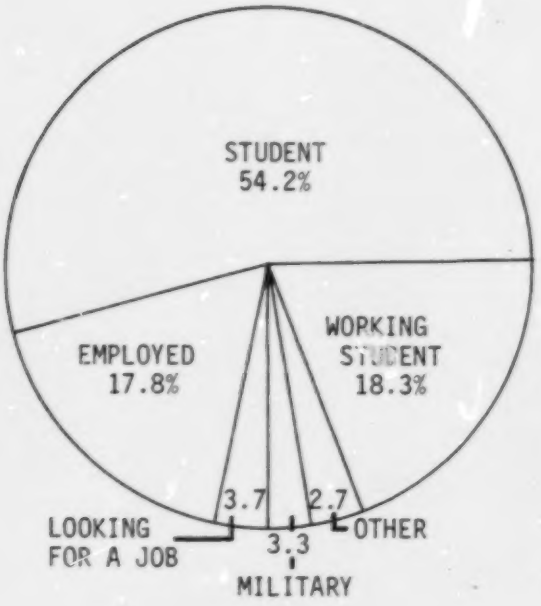
The following charts indicate the present activity for both vocational and general/college prep respondents. Distinct differences between the two groups emerged in the proportion of students and rate of labor force participation, as expected. Nearly twice the percentage of vocational as general/college prep respondents were employed. Almost 20 percent more general/college prep than vocational respondents were students.

Chart 1
Present Activity of Vocational Respondents (N=2,769)



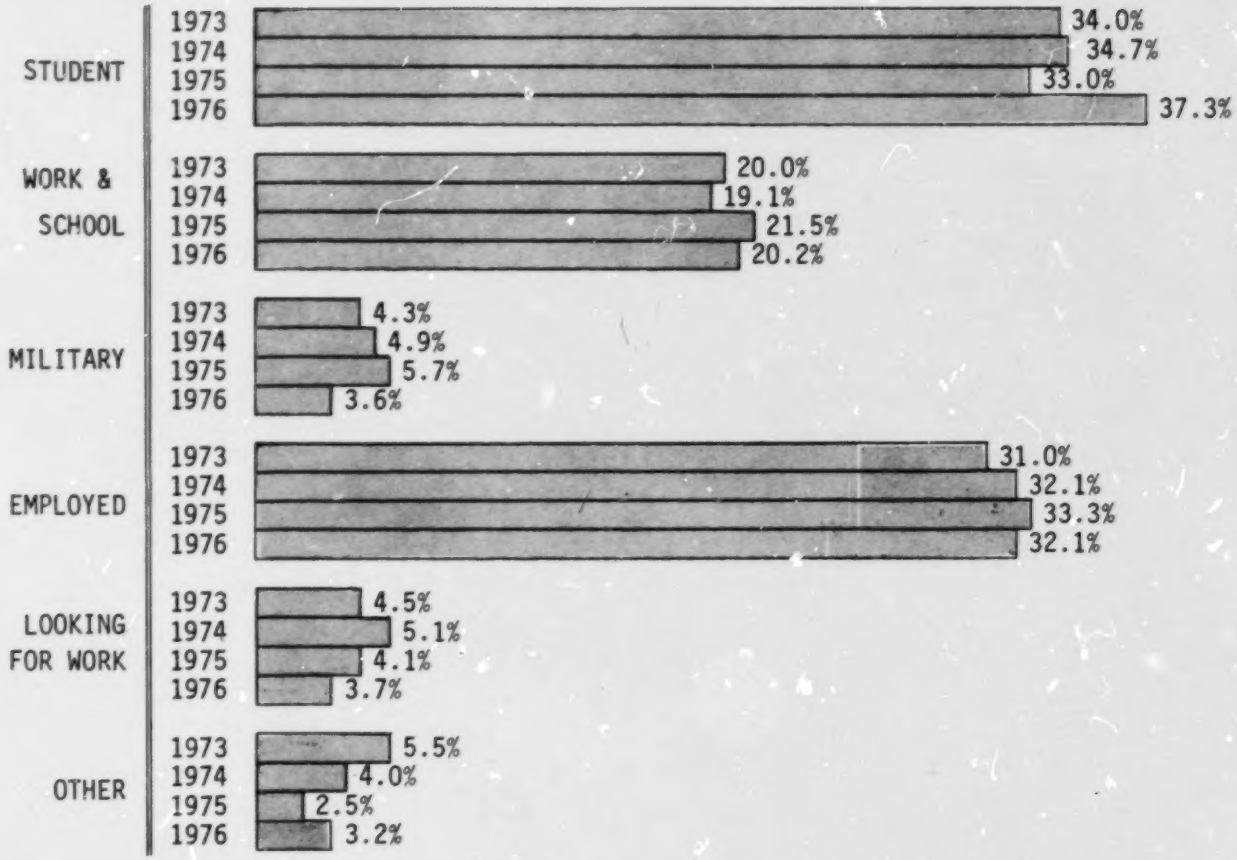
A breakdown of present activity by high school cluster program, a resource for additional study, is included in Appendix A.

Chart 2
Present Activity of General/College Prep Respondents (N=1,993)



During the past four years, the post-high school activities of former vocational students have remained quite stable. However, some trends are noticeable. An increasing proportion of graduates are continuing their education, while a decreasing proportion are entering military service. The rate of unemployed respondents has declined for each of the last three years. Graph 1 shows a comparison of activities from 1973 to 1976.

Graph 1
Yearly Comparison of Post-High School Activities



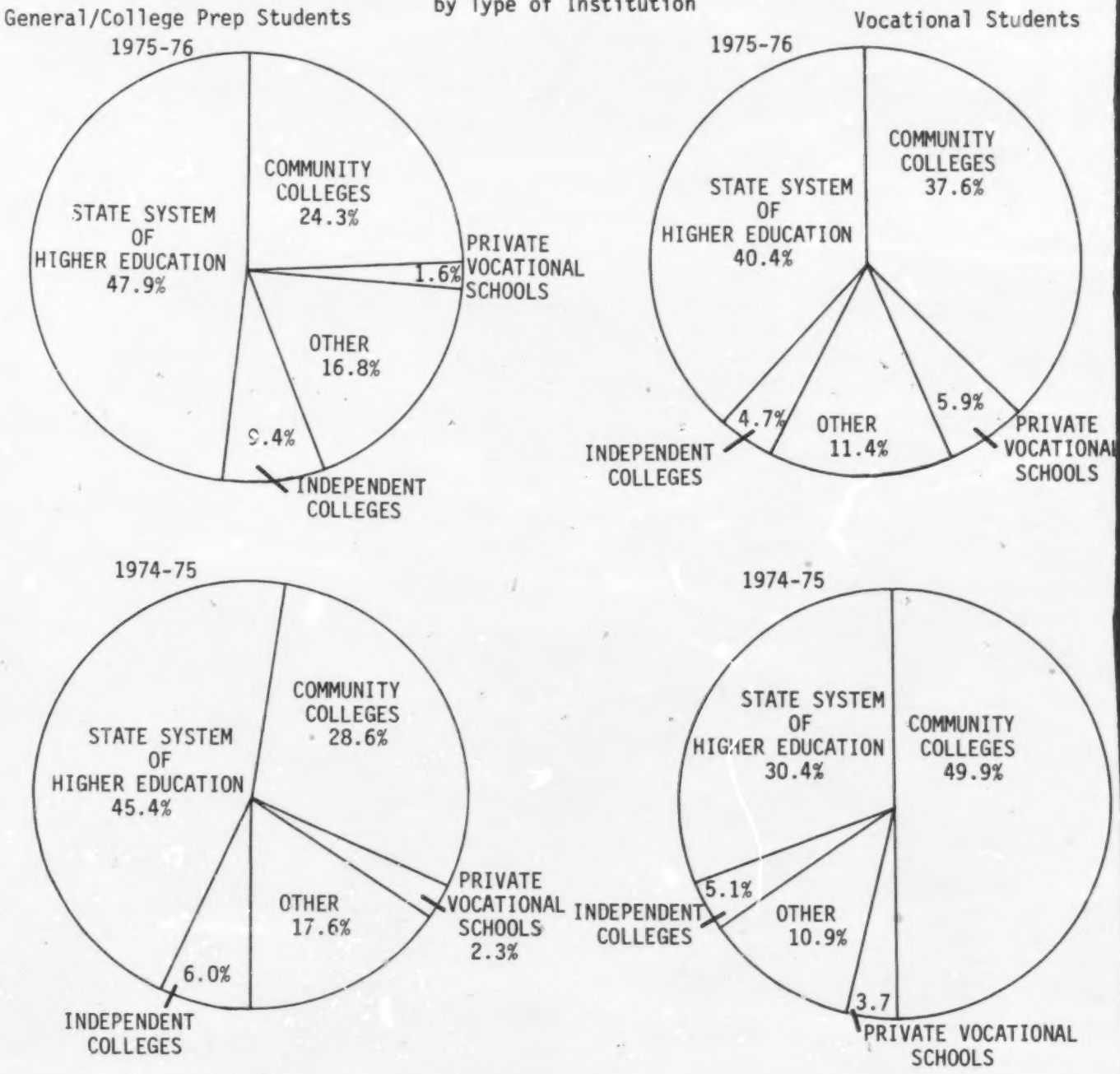
Comparison of present activity and the development of career goals revealed that vocational students, military personnel and full time students were most certain of the work they would do after leaving high school. Part time students were the least certain of their career plans. Those employed part time or looking for a job also had high rates of uncertainty about career goals. The proportion of respondents who had not seriously thought about career goals varied from three percent (for full time students) to 15 percent (for those not seeking employment).

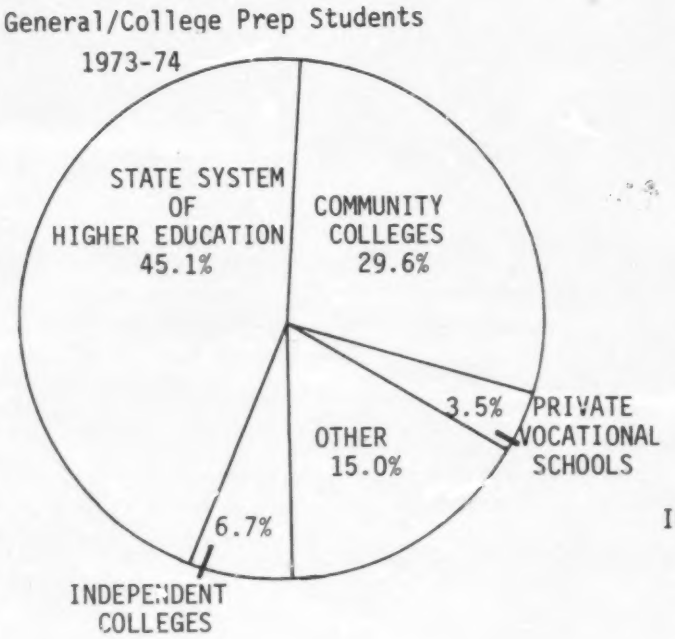
Continuing Education

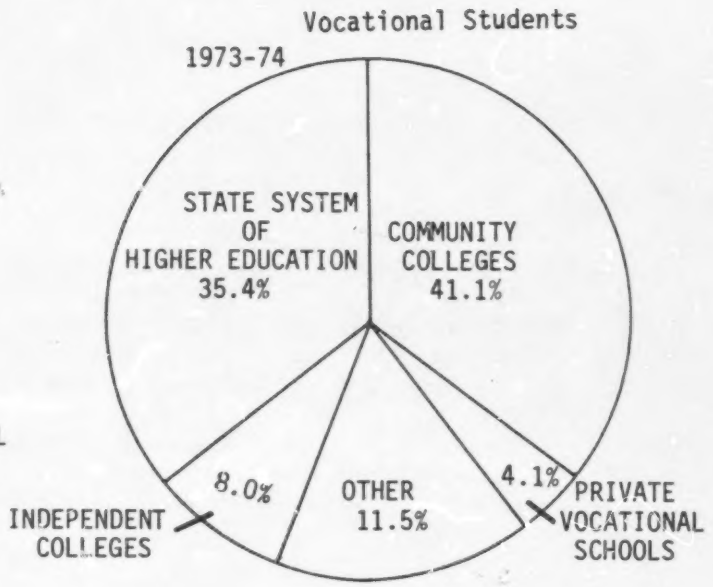
The type of post-secondary education respondents sought varied according to high school curriculum. Cluster students were more likely than general/college prep students to attend community colleges or private vocational schools.

General/college prep students were attending Oregon State System of Higher Education schools more often than cluster students. A trend toward declining community college enrollment among high school graduates during the past three years was noted for both groups (see Chart 3). The large percentage of general/college prep students in the "Other" category primarily reflects out-of-state enrollment.

Chart 3
Distribution of Respondents Continuing Education
by Type of Institution







When asked to rate the adequacy of high school basic skills preparation, vocational respondents continuing their education, tended to be critical; nearly one-third of all respondents gave poor ratings for preparation in mathematics, writing, speaking and coping with the system. Reading skills received the most positive ratings, as indicated in Table 1. Further study of the adequacy of basic skill preparation by local personnel is clearly indicated.

Table 1

Rating of High School Preparation for Continuing Education

Skill	Excellent Preparation	Good Preparation	Poor Preparation
Mathematics	19.1%	49.6%	31.3% = 100%
Writing	18.4	49.6	32.0 = 100%
Speaking	13.2	54.7	32.1 = 100%
Reading	23.9	58.6	17.5 = 100%
Coping with the system	15.8	47.1	37.1 = 100%

Employment

The percentage of employed vocational respondents working in an occupation related to their high school program varied from 25 percent for clothing program students to 82 percent for construction cluster students. An average of 50 percent of all employed vocational respondents were working in a related area. Appendix A shows a complete percentage tabulation of related occupations by cluster.

The two most frequently given reasons for working in an unrelated job were " ...took an available job to put myself through school..." and "...did not prepare for a specific career while in high school."

When asked to rate how well their high school education prepared them for their present jobs, respondents were generally positive. Students gave the highest evaluation to human relations skills preparation. The fact that nearly one-fifth of all vocational respondents who were employed full time gave poor ratings in the areas of basic skills, however, is worthy of additional study at the local level. Table 2 displays these evaluations of basic skills preparation.

Table 2
Rating of Basic Skills Preparation for Present Job

Skill	Excellent Preparation	Good Preparation	Poor Preparation
Mathematics	20.0%	59.9%	20.1% = 100%
Writing	22.8	60.6	16.6 = 100%
Speaking	21.8	58.9	19.3 = 100%
Reading	28.5	57.5	14.0 = 100%

General job satisfaction was also evident. Relationships with fellow employees gave the highest degree of satisfaction, followed by relationships with supervisors and geographic location, while respondents were least satisfied with their salary and opportunity for promotion.

Vocational Student Weighting Factor

Students are weighted to determine the degree of involvement in vocational programs. (Possible weightings include 0, .5, 1.0, 1.5 and 2.0.) Vocational educators hypothesize that higher weightings lead to such outcomes as increased career goals, pursuing related occupations or courses of study, and development of entry-level job skills. A nonweighted student was enrolled in vocational classes less than 150 hours during the school year; a 2.0 weighted student achieved maximum involvement in a combination of course work, cooperative work experience and vocational student organization membership.

Weighting factor was one significant variable in the development of career goals, as shown in Table 3. The higher the weighting factor, the more certain the respondents were of their career goals. Conversely, lower weighting led to less career goal certainty. The high degree of goal development among weighted students could also be an outcome of career exploration programs in the junior high years. Many students may have identified career goals early in high school as a result of career exploration.

Table 3
Career Goal Development and Vocational Weighting Factor

Weighting Factor	Certain of Career	Certain/ Changed Mind	Uncertain of Career	Hadn't Thought About Career
No weighting	40%	14%	41%	5% = 100%
.5 weighting	42	15	37	6 = 100%
1.0 weighting	49	13	33	5 = 100%
1.5 weighting	52	14	31	3 = 100%
2.0 weighting	57	10	27	6 = 100%

The weighting factor was also significant in determining present activity. Approximately one third of all respondents in each weighting category were full time students, with an increasing percentage of students as weighting increased. Respondents were more likely to be employed full time as weighting increased. This finding appears as a corollary to the development of career goals; higher weightings led to positive action toward goal achievement, whether that action was immediate employment or continued education.

Obtaining related employment was strongly influenced by weighting factor. The percentage of respondents working in occupations related to their high school program increased with higher weighting, as Table 4 indicates. The incidence of employment in unrelated areas decreased dramatically as weighting increased.

Table 4
Related Employment and Vocational Weighting Factor

Weighting	Related Job	Somewhat Related Job	Unrelated Job
No weighting	11%	20%	69% = 100%
.5 weighting	19	27	54 = 100%
1.0 weighting	25	22	53 = 100%
1.5 weighting	33	25	42 = 100%
2.0 weighting	35	29	36 = 100%

Sex of Respondent

Comparison of present activity by sex of vocational respondent revealed similar profiles. As shown in Table 5, females were more likely than males to be students with part time jobs, and males were more likely than females to be working full time or in the military.

Table 5
Present Activity by Sex of Respondent

Activity	Female	Male
School full time	36%	37%
School part time	1	1
School and work part time	19	12
School and work full time	4	5
Work full time	27	32
Work part time	4	2
Military	1	7
Looking for a job	4	2
Not seeking employment	2	Less than .5%
Other	2	1
	100%	100%

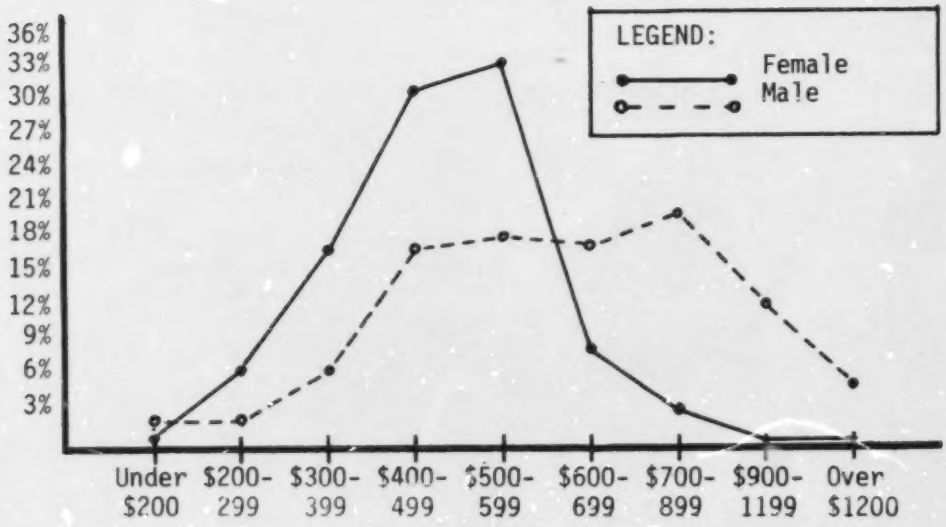
Sex of respondent was not a significant variable in the development of career goals. Forty-seven percent of both males and females had definite career goals upon leaving high school; 35 percent were uncertain of their career goals.

Females were more frequently employed in occupations related to their high school course of study than males. This is partially a function of enrollment patterns and accessibility to the labor market. Female enrollment and employment are concentrated in the office occupations, and jobs are relatively easy to obtain in these areas. Males more frequently enroll in courses of study which require experience or training beyond high school to enter related occupations.

Analysis of the general nature of jobs held by respondents who were employed full time revealed highly traditional employment patterns. Females were most often working in clerical (32%), marketing (17%), and secretarial (15%) occupations. Males were working in marketing (17%), construction, forest products or "other" (13% each) and mechanics (12%) occupations. No males held full time secretarial or child care occupations, and no females were employed full time in mechanics, construction, electronics, drafting or metals occupations.

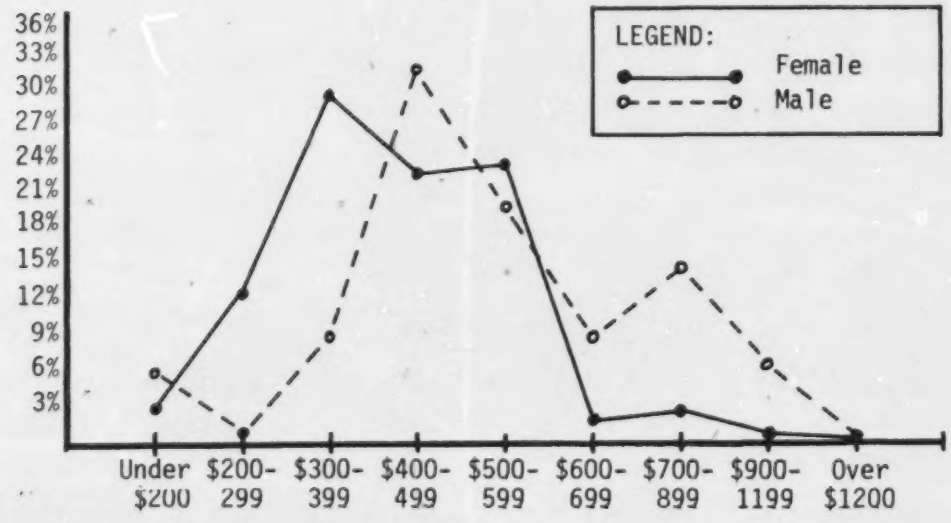
Review of the average monthly salaries of persons employed full time also indicated a strongly bimodal distribution. Nine months after leaving high school, males were earning an average of $150 a month more than females, primarily as a result of the women's seeking lower-paying, traditional occupations. Graph 2 shows the monthly salaries of male and female respondents employed full time.

Graph 2
Salary of Full Time Workers by Sex

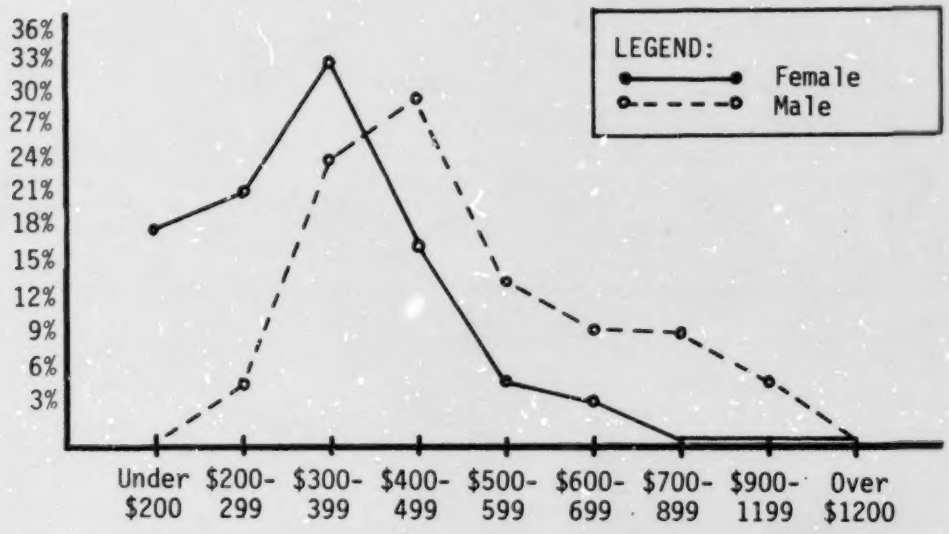


The effects on employment patterns of sex role stereotyping are readily apparent in the occupations chosen by survey respondents. Sex bias in salaries can also be inferred in two areas of employment, marketing and food service. Graphs 3 and 4 show the salaries of respondents working in marketing and food service; the gap between male and female at both the high and low ends of the salary scale is evident. Although these comparisons are gross indicators, the evidence of sex bias and stereotyping remains. It should be noted that the widely divergent occupations held by men and women responding to the survey made analysis of other cluster areas invalid. A percentage tabulation of salary by occupational area for females and males is shown in Appendix B, however, as data for further study.

Graph 3
Average Monthly Salaries of Males and Females
Employed Full Time in Marketing Occupations



Graph 4
Average Monthly Salaries of Males and Females
Employed Full Time in Food Service Occupations



Disadvantaged Students

Although disadvantaged high school students are served by vocational education programs, these people are less likely to respond to follow-up surveys than the target population as a whole. In the present survey, 134 identified disadvantaged students returned the questionnaire. Respondents were almost equally divided between females and males.

In comparison to all respondents, survey analysis revealed the disadvantaged were:

1. Less likely to be continuing their education.
2. More likely to be working full time.
3. More likely to be unemployed.
4. More likely to be in the military.
5. More likely to be working in an occupation unrelated to their high school program.
6. Slightly less likely to have been members of vocational student organizations.

Respondents identified as disadvantaged while in high school often had less developed career goals and were more often uncertain of career goals than the average respondent. Disadvantaged students also evaluated their job and coping skills preparation significantly lower than average. Job placement services were strongly criticized by the disadvantaged, as Table 6 indicates. (See Table 10 for comparison with job placement ratings of total survey population and vocational and general/college prep groups.)

Table 6
Rating of Job Placement Services by Disadvantaged Students

Excellent Service	18%
Good Service	48
Poor Service	26
Not Available	8
	100%

Handicapped Students

Handicapped students, like the disadvantaged, are somewhat underrepresented in the survey results. The small number of handicapped respondents (N=26) made extensive data cross-tabulations impractical. It was noted that 58 percent of the handicapped respondents were male while 42 percent were female.

Cooperative Work Experience

Cooperative work experience (CWE) is an important aspect of vocational education in Oregon high schools, with approximately one-third of the graduates involved in work experience programs while in school. Survey respondents showed a similar pattern for cooperative work experience participation.

Cooperative work experience was cross-tabulated with several survey items to determine the program's impact on students. These cross-tabulations reveal several positive outcomes related to cooperative work experience programs.

1. Respondents who had been involved in work experience were more frequently employed full time than those without work experience.

2. A significantly higher percentage of respondents with CWE were working in an occupation related to their high school program.

3. The average monthly salaries of respondents with CWE were slightly higher than those of respondents without CWE.

4. Ratings of both job skill preparation and coping with job-related problems were higher for respondents who had participated in work experience programs.

5. Forty percent of the respondents who were identified as disadvantaged in high school had participated in CWE.

The following table shows the cross-tabulation of cooperative work experience and the attainment of career goals upon leaving high school.

Table 7
Cooperative Work Experience and Career goals

	CWE (N=862)	No CWE (N=1744)
Certain of career	50%	46%
Certain of career, but changed mind	14%	13%
Uncertain of career	30%	36%
Hadn't thought about career	6%	5%
	100%	100%

Vocational Student Organizations

Membership in four vocational student organizations was precoded in this survey: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA) and Vocational Industrial Clubs of America (VICA). Vocational student organizations are integral parts of the instructional program which help develop leadership and responsibility, increase the scope and relevance of formal instruction, and enable students to integrate their producer role with that of citizen and family member.

Survey findings show that vocational student organizations play a positive role in helping students to identify career goals. Table 8 presents a correlation of vocational student organization membership and the status of career goals upon leaving high school.

Table 8
Vocational Student Organization Membership and Career Goals

Organization	Certain Goal	Changed Goal	Uncertain Goal	Hadn't Thought About Goal	
DECA	44%	8%	42%	6%	= 100%
FBLA	58	12	28	2	= 100%
FFA	50	13	31	6	= 100%
VICA	55	6	35	4	= 100%
Nonmember	47	14	34	5	= 100%

Former members of vocational student organizations were more likely to be continuing their education and less likely to be working full time than nonmembers. Nearly one-half of the respondents who had been members of FBLA and FFA were full time students, in comparison to 36 percent of the nonmembers. One hypothesis suggested for further research is that the organizations' emphasis on leadership motivates members to continue their education.

Former members were also working in an occupation related to their high school program more often than nonmembers. Sixty-two percent of former members and 48 percent of nonmembers were working in related jobs. FBLA members most often had found related employment, with 75 percent working in office occupations. Membership in DECA, FFA and VICA was not an important variable in the rating of job skill preparation or ability to cope on the job; FBLA members, however, gave significantly higher ratings in these categories. This is partly a function of the skills taught in office occupations programs and partly the accessibility of jobs in this area.

Student Services

Respondents' use of various student services ranged from 59 percent for high school course selection to 24 percent for job placement. Significant differences by curriculum were apparent in only two areas: college selection and job placement. Forty percent of vocational and 49 percent of general college prep students used college selection services. Twenty-nine percent of the vocational and 17 percent of the general/college prep students used job placement services. Table 9 summarizes the utilization of six student services for the total group of respondents.

Table 9
Utilization of Student Services

Type of Service	Used Service	Did Not Use Service	
High school course selection	59.2%	40.8%	= 100%
Career guidance	55.8	44.2%	= 100%
College selection services	46.1	53.9%	= 100%
Financial aid	39.4	60.6%	= 100%
Personal counseling	29.3	70.7	= 100%
Job placement	24.0	76.0	= 100%

Those utilizing student services generally gave positive ratings of these activities. No significant differences in rating were noted by curriculum with the exception of job placement. Vocational students more often rated job placement services as "excellent" than general/college prep students; 23 percent of the general/college prep group answering this question rated these services as "poor" compared to 17 percent of the cluster students. These ratings of job placement are similar to findings of the 1974-75 follow-up study. A continued need for job placement services in high schools is further documented by the requirements of the Vocational Amendments of 1976 and the fact that only one-fourth of all students appear to use or have available to them job placement services.

Table 10 summarizes the student service evaluations of the total group of respondents. Ratings by vocational and general/college prep students of job placement are shown in parentheses.

Table 10
Ratings of Student Services

Service	Excellent	Good	Poor	
Personal counseling	29%	57%	14%	= 100%
Career guidance	23	58	19	= 100%
High school course selection	23	60	17	= 100%
College selection	26	58	16	= 100%
Financial aid	33	47	20	= 100%
Job Placement	40	41	19	= 100%
Vocational respondents	(45%)	(38%)	(17%)	= 100%
General/college prep respondents	(28%)	(49%)	(23%)	= 100%

APPENDIX A

CLUSTER COMPARISONS

PRESENT ACTIVITY BY CLUSTER

Cluster	School Full Time	School Part Time	School & Work Part Time	School & Work Full Time	Work Full Time	Work Part Time	Military	Looking For Job	Not Seeking Job	Other	
Agriculture (N=242)	38%	1%	11%	4%	30%	2%	7%	3%	2%	2%	=100%
Marketing (N=170)	31	-	12	9	33	3	3	6	2	1	=100%
Health (N=159)	45	1	20	5	20	3	3	1	1	1	=100%
Food Service (N=65)	20	2	12	11	37	2	5	9	1	1	=100%
Accounting (N=248)	44	1	19	4	23	3	2	1	2	1	=100%
Clerical (N=576)	39	1	19	4	24	4	1	4	1	3	=100%
Secretarial (N=476)	36	1	18	5	30	3	1	3	1	2	=100%
Mechanical (N=194)	29	1	9	6	39	4	7	3	1	1	=100%
Construction (N=134)	28	2	6	6	44	2	6	4	1	1	=100%
Electricity/Elect. (N=79)	38	1	22	4	23	1	6	4	1	-	=100%
Metals (N=103)	26	1	9	5	44	1	10	4	-	-	=100%
Child Care (N=52)	19	-	37	4	20	6	6	4	2	2	=100%
Clothing (N=5)	40	20	20	-	-	-	-	20	-	-	=100%
Inst. Mgt. (N=3)	-	-	33	33	-	-	-	-	34	-	=100%
Drafting (N=11)	64	-	9	-	27	-	-	-	-	-	=100%
Graphics (N=37)	51	-	16	3	19	8	3	-	-	-	=100%
Service (N=69)	48	-	10	3	25	7	3	3	-	1	=100%
Forest Products (N=24)	38	-	4	-	29	8	4	17	-	-	=100%

RELATIONSHIP OF CLUSTER PROGRAM
TO OCCUPATION

Cluster	Related	Somewhat Related	Unrelated	
Agriculture (N=148)	20%	28%	52%	=100%
Marketing (N=117)	20	28	52	=100%
Health (N=86)	35	26	39	=100%
Food Service (N=48)	10	23	67	=100%
Accounting (N=152)	26	24	50	=100%
Clerical (N=343)	25	24	51	=100%
Secretarial (N=306)	34	27	39	=100%
Mechanical (N=123)	27	46	27	=100%
Construction (N=88)	36	46	18	=100%
Electricity/Elect. (N=52)	17	17	66	=100%
Metals (N=71)	21	28	51	=100%
Child Care (N=40)	18	20	62	=100%
Clothing (N=4)	-	25	75	=100%
Inst. Mgt. (N=1)	-	-	100	=100%
Drafting (N=5)	80	-	20	=100%
Graphics (N=19)	26	16	58	=100%
Service (N=32)	22	16	62	=100%
Forest Products (N=15)	20	27	53	=100%

EVALUATION OF JOB SKILL PREPARATION
BY CLUSTER

Cluster	Excellent Preparation	Good Preparation	Poor Preparation
Agriculture (N=139)	19%	49%	32% = 100%
Marketing (N=116)	20	58	22 = 100%
Health (N=84)	30	58	12 = 100%
Food Service (N=47)	19	55	26 = 100%
Accounting (N=151)	26	56	18 = 100%
Clerical (N=333)	29	50	21 = 100%
Secretarial (N=291)	32	49	19 = 100%
Mechanical (N=123)	27	46	27 = 100%
Construction (N=88)	36	45	19 = 100%
Electricity/Elect. (N=52)	25	52	23 = 100%
Metals (N=75)	27	52	21 = 100%
Child Care (N=34)	18	64	18 = 100%
Clothing (N=4)	50	25	25 = 100%
Inst. Mgt. (N=1)	-	100	- = 100%
Drafting (N=5)	40	60	- = 100%
Graphics (N=20)	20	55	25 = 100%
Service (N=32)	19	47	34 = 100%
Forest Products (N=15)	7	46	47 = 100%

APPENDIX B

MONTHLY SALARIES OF FULL TIME

EMPLOYEES

BY

OCCUPATIONAL AREA AND SEX

MONTHLY SALARIES OF MALES EMPLOYED
FULL TIME

Occupational Area	Under $200	200-299	300-399	400-499	500-599	600-699	700-899	900-1199	Over 1200
Agriculture (N=31)	6%	13%	6%	16%	17%	13%	16%	10%	3%
Marketing (N=68)	6	1	9	32	20	9	15	7	1
Health (N=7)	-	-	14	43	29	14	-	-	-
Food Service (N=20)	-	5	25	30	15	10	10	5	-
Accounting (N=3)	-	-	33	33	34	-	-	-	-
Clerical (N=16)	-	6	19	6	32	31	-	-	6
Secretarial (N=2)	-	-	50	50	-	-	-	-	-
Mechanics (N=63)	5	2	21	21	9	16	21	2	3
Construction (N=57)	2	3	3	9	21	18	28	14	2
Electricity/Elect. (N=14)	-	-	21	65	-	7	7	-	-
Metals (N=26)	4	-	8	8	10	12	23	23	12
Child Care									
Clothing (N=2)	-	-	-	-	50	50	-	-	-
Inst. Mgt. (N=5)	20	-	-	60	20	-	-	-	-
Drafting (N=1)	-	-	-	100	-	-	-	-	-
Graphics (N=7)	-	-	14	14	29	29	-	14	-
Service (N=16)	6	-	6	31	6	13	19	6	13
Forest Products (N=55)	2	4	4	9	4	11	18	33	15
Other (N=78)	3	3	14	21	12	18	21	3	5

MONTHLY SALARIES OF FEMALES EMPLOYED
FULL TIME

Occupational Area	Under 200	200-299	300-399	400-499	500-599	600-699	700-899	900-1199	Over 1200
Agriculture (N=9)	11%	22%	11%	33%	23%	-	-	-	-
Marketing (N=90)	3	13	31	23	24	2	2	1	1
Health (N=40)	2	8	27	27	28	8	-	-	-
Food Service (N=54)	19	22	33	17	5	4	-	-	-
Accounting (N=31)	-	-	13	23	48	16	-	-	-
Clerical (N=160)	1	2	7	37	44	8	1	-	-
Secretarial (N=70)	1	3	11	29	36	10	10	-	-
Mechanics									
Construction									
Electricity/Elect. (N=2)	-	-	-	100	-	-	-	-	-
Metals									
Child Care (N=6)	17	-	50	33	-	-	-	-	-
Clothing (N=4)	25	25	50	-	-	-	-	-	-
Inst. Mgt. (N=10)	10	50	-	40	-	-	-	-	-
Drafting									
Graphics (N=1)	-	-	-	-	-	100	-	-	-
Service (N=10)	-	10	30	50	-	10	-	-	-
Forest Products (N=3)	-	-	-	-	33	67	-	-	-
Other (N=20)	10	5	15	35	15	-	20	-	-

APPENDIX C

SURVEY QUESTIONNAIRE

INSTRUCTIONS:

1. Each multiple choice question in the survey has several answers suggested. Pick the answer that best suits you, and then place the number of that answer in the blank next to the question or check the box that applies to you.

2. When you have answered all the questions you can, refold the survey so that the return address shows and mail. You don't need a stamp.

GENERAL QUESTIONS

1. ____ (31-32) **What are you doing now? (Mark only one)**

CONTINUING EDUCATION
(01) Going to school full time (12 hours or more a term)
(02) Going to school part time (less than 12 hours a term)
(03) Going to school and working part time (working *less than* 30 hours a week)
(04) Going to school and working full time (working 30 hours or *more* a week)
WORKING
(05) Working full time (30 hours or *more* a week)
(06) Working part time (*less than* 30 hours a week)
(07) Serving in the military
OTHER
(08) Looking for a job but cannot find one
(09) Not seeking employment
(10) Other (volunteer service, pursuing personal interests)

2. ____ (33) **Did you move out of the community in which you attended high school to be involved in your present activity?**

(1) Continued to live in the high school community
(2) Moved to another location in Oregon
(3) Moved out of Oregon

3. ____ (34) **If you moved, what was the primary reason?**

(1) Moved for personal reasons
(2) Job required moving
(3) Couldn't find a suitable job locally
(4) To go to school
(5) Parents or spouse transferred to different location
(6) Other, please specify

4. ____ (35) **When I left high school,**

(1) I was certain of the kind of work I wanted to do
(2) I thought I was certain of the kind of work I wanted to do, but changed my mind
(3) I was uncertain about the kind of work I wanted to do
(4) I hadn't really thought about the kind of work I wanted to do

5. **For each of the following areas, indicate whether or not you used the service, and rate those you used.**

	Did you use service? Yes	No	Excellent service	Good service	Poor service	Not available
(36-37) Counseling (personal problems) .						
(38-39) Guidance (career planning & decision-making) . . .						
(40-41) Selecting high school courses						
(42-43) Choosing a place to continue education						
(44-45) Obtaining financial aid for college						
(46-47) Finding a job						

6. **What did you *need* that your high school did not offer?**

_____

_____

_____

_____

_____

_____

_____

_____

_____

EMPLOYMENT QUESTIONS

(Please answer the questions in this section if you are working or have been employed since leaving high school. If you are a student and not presently employed, skip to Question 14.)

7. ____ (48-49) **Write your present or most recent job title in the space below.**

_____

_____

8. **Briefly describe the duties of your present or most recent job.**

_____

_____

9. ____ (50) **How is your present or most recent job related to your high school program? (If "unrelated," please answer Question 10.)**

(1) Related
(2) Somewhat related
(3) Unrelated

10. ____ (51) **If your job is not related to the classes you took in high school, what is the reason?**

(1) Tried to find a related job, but was unable to find one
(2) Did not feel qualified in the area I studied
(3) Found I did not like the type of work in the area I studied
(4) Found a better job in another field
(5) Never planned to work in a job related to my high school classes
(6) Did not prepare for a specific career while in high school
(7) Took an available job to put myself through school
(8) Other, please specify _____

11. ____ (52) **If you are working full time (30 hours or more a week), what is your monthly income before deductions?**

(1) Under $200
(2) $200–$299
(3) $300–$399
(4) $400–$499
(5) $500–$599
(6) $600–$699
(7) $700-$899
(8) $900–$1199
(9) Over $1200

12. **How well did your high school experiences prepare you *for your present or most recent employment* in each of the following areas? (Please check the box which best describes your preparation in each area.)**

		Excellent Preparation	Good Preparation	Poor Preparation
(53)	Mathematics			
(54)	Writing			
(55)	Speaking			
(56)	Reading			
(57)	Human relations (dealing with other people)			
(58)	Entry level job skills			
(59)	Coping with the system (solving job-related problems)			

13. **How would you rate the following aspects of your present or most recent job? (Please check the box which best describes your feelings.)**

		Excellent	Good	Poor
(60)	Geographic location			
(61)	Opportunity for promotion			
(62)	Relationship with supervisors			
(63)	Relationship with fellow employees			
(64)	Feelings about the actual work done			
(65)	Salary			

EDUCATION QUESTIONS

(If you are not presently a student, skip to Question 16.)

14. ____ (66-67) **Where are you currently enrolled?**

(01) Eastern Oregon State College
(02) Oregon College of Education
(03) Oregon Institute of Technology
(04) Oregon State University
(05) Portland State University
(06) Southern Oregon State College
(07) University of Oregon (including Health Sciences Center)
(08) OREGON INDEPENDENT COLLEGES (For example: Lewis & Clark, Willamette)
(09) Blue Mountain Community College
(10) Central Oregon Community College
(11) Chemeketa Community College
(12) Clackamas Community College
(13) Clatsop Community College
(14) Lane Community College
(15) Linn-Benton Community College
(16) Mt. Hood Community College
(17) Portland Community College
(18) Rogue Community College
(19) Southwestern Oregon Community College
(20) Treasure Valley Community College
(21) Umpqua Community College
(22) OREGON PRIVATE VOCATIONAL SCHOOLS (For example: Business college, beauty school)
(23) Out-of-State, please specify _____
(24) Other, please specify ____ _____

15. **How well did your high school experiences prepare you *to continue your education* in each of the following areas? (Please check in the box which describes your preparation.)**

		Excellent Preparation	Good Preparation	Poor Preparation
(68)	Mathematics			
(69)	Writing			
(70)	Speaking			
(71)	Reading			
(72)	Coping with the system (Studying, etc.)			

16. ____ **Please check here if you wish to have a summary of the findings of this study.** *If you do want the summary, please be certain your name and address are shown correctly on the cover page.*

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